



ASSIST™ Technical Guide for Kentucky Schools and Districts

Completing and Submitting Program Review Reports

About This Guide

This guide has been developed specifically for Kentucky schools and districts. It provides an overview of the AdvancED® Adaptive System of School Improvement Support Tools (ASSIST™) and step-by-step instructions for completing and submitting Program Review Reports in ASSIST.

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Accessing ASSIST®

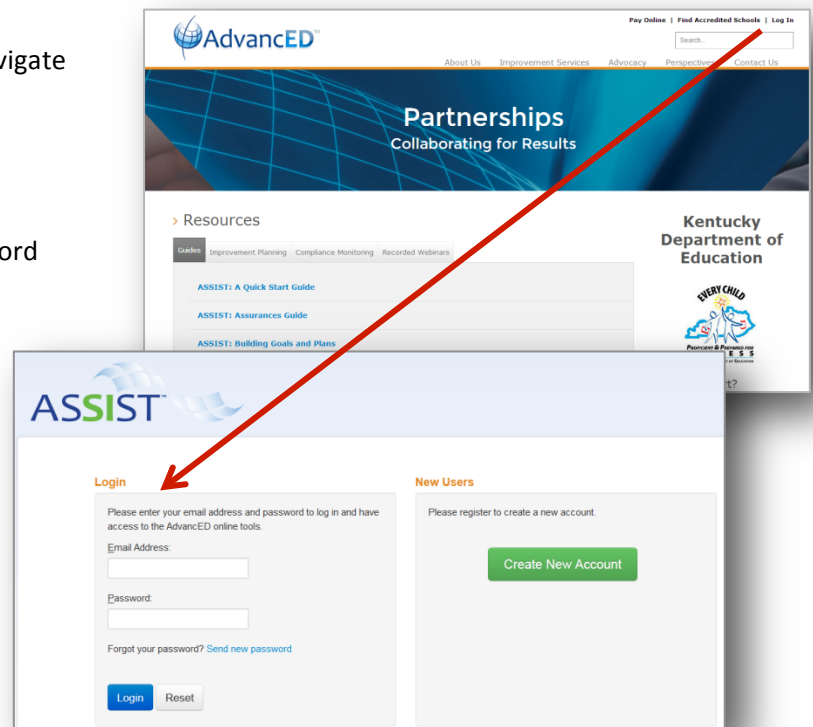
To directly access ASSIST®, visit www.advanc-ed.org/kde and select **Log In** or navigate directly to the login page at www.advanc-ed.org/assist.

Enter your email address and password.

Note: This is the same email address and password used to access other AdvancED online systems.

To create a new account, please contact your state department administrator (Ginger Kinnard-ginger.kinnard@education.ky.gov) to have a user account created and user permissions assigned.

If you don't remember your password, select the **Send New Password** link and enter your email address.



Program Reviews

Program Review diagnostics are rubric based and can be completed at any time. Each school is required to complete a diagnostic for each of the following program areas:

- Arts and Humanities
- Practical Living and Career Studies
- Writing
- World Language/Global Competency Program Review
- K-3**

**Required for those school who have any combination of grades K – 3

The program reviews are intended to guide schools to analyze systematically their comprehensive school programs in the areas of Arts and Humanities, Practical Living and Career Studies, Writing, World Language/Global Competency and K-3. This final step is to analyze the findings from each program review to determine how the school will make recommendations to improve and sustain each program. This diagnostic is narrative in format and is required to be completed as part of the Program Review Report submission. Exhibit A (attached) contains the Program Review Next Steps Diagnostic Content. The World Language/Global Competency Program Review is not in the 2014-2015 Next Steps diagnostic.

All high schools in all districts will pilot the World Language Program Review in 2014-15, entering information and evidence in ASSIST to set their baseline. All districts' elementary and middle schools in 2014-15, under leadership of school-based decision-making councils, will answer the questions in the World Language Program Review template in ASSIST but not upload evidences as baseline data.

Elementary and middle schools have the option to use the current World Language Program Review rubric to upload evidences as a 2014-15 "informational pilot," All entered information could be maintained for the statewide pilot year (2015-16), only updating changes as new evidence is produced.

Kentucky is committed to ensuring that every student reaches proficiency and graduates from high school ready for college and/or a career. Integral to reaching this goal, Kentucky uses a strategy for comprehensive college and career advising, connecting students to adults that may advise them on college and career options. This diagnostic can be used by schools to determine the level of implementation of a Comprehensive College and Career Advising Program and can be used in conjunction with the Program Review for Practical Living/Career Studies. This diagnostic is rubric based and it is **optional** for Program Review Report submission. Exhibit B (attached) contains the Career Advising Diagnostic content.

Getting Started

Program Reviews are included as a component of the Unbridled Learning System. A Program Review Report has been assigned to every Kentucky School. The Program Review is displayed on the **Portfolio** overview page along with the due date of **June 1, 2015**. Selecting the document name will display the specific components required for your district's submission.

Portfolio

Overview

Select the school year to expand the list of all associated documents for that period.

Select a document for additional details and to begin or continue your work.

2014-2015 School Year

Days Past Due	Due Date	Status	Document
	June 1, 2015	Not started	Program Review Report

If you do not see a task, but believe you should have one, please contact ginger.kinnard@education.ky.gov.

Viewing Task Details

The **Portfolio** page identifies the components that must be included for the Program Review Report submission.

Review the list of diagnostics that need to be completed by your school, and select the **pencil icon** within the **Components** section to create a new diagnostic or select an existing diagnostic.

Portfolio

Program Review Report (Not started)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.
This document is due on **Jun 1, 2015**

Required

All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	Program Review: Arts and Humanities		<input checked="" type="checkbox"/>
Diagnostic	Program Review: Practical Living/Career Studies		<input checked="" type="checkbox"/>
Diagnostic	Program Review: Writing		<input checked="" type="checkbox"/>
Diagnostic	Program Review Next Step Diagnostic		<input checked="" type="checkbox"/>
			<input checked="" type="checkbox"/>

If no components have been started, select **Create a New**. Any component with the check box marked will be added to your report.

The **Components** column identifies what needs to be submitted. This column is blank when nothing has been attached.

Manage Document Components

Diagnostic | Program Review: Practical Living/Career Studies
Check those components to be included in this document.

☒ Create a New Program Review: Practical Living/Career Studies

☐ ACES Practical Living/Career Studies Program Review 2012-13

Selecting the name of the diagnostic just created will take you to the **Diagnostic** page to begin work on the specific component.

Program Review: Writing

[« Back to Diagnostics](#)

Program Review: Writing (Edit)

This diagnostic tool is designed to guide your school through the Program Review process for Writing. Use the links below to navigate through the Program Review content and document your performance levels, evidence, and rationale for this program.

Curriculum and Instruction | Portfolio | Profile | Diagnostics & Surveys | Assurances | Goals & Plans | Reviews | Progress

Edit Information

Description

Program Review: Writing (2014-2015)

Use this field to distinguish the diagnostics you create from one another

Update

Cancel

When on the page of the diagnostic, select **Edit** to give the component a unique name with a date to differentiate reports from year-to-year.

Select **Update** when complete.

Completing a Program Review Diagnostic

All diagnostics in ASSIST have a similar format for ease of use. Regardless of which diagnostic your school is completing, the navigation and page layouts are almost identical.

Blue section headings are provided for each section within the diagnostic. Green progress bars provide a visual of section completeness.

Select the section heading to view and/or respond to the items within each section.

Program Review: Writing

[« Back to Diagnostics](#)

Program Review: Writing (2014-2015) (Edit)

This diagnostic tool is designed to guide your school through the Program Review process for Writing. Use the links below to navigate through the Program Review content and document your performance levels, evidence, and rationale for this program.

Please Note: In some cases, all items may not be required.

[Curriculum and Instruction: Student Access](#)

3 of 5 items are answered

A table provides the required items within each section. Items without a check mark have not received a response, whereas those with a check mark have been completed. ASSIST does not check for accuracy of information, so it is important to review all responses prior to completion.

You can return to the diagnostic summary to view a different section or overall progress.

Select an item with the **Respond** link.

Curriculum and Instruction: Student Access

[« Back to Program Review: Writing](#)

✓ Denotes an answered response

Summary of all responses		
Respond	✓	To what extent do students participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas?
Respond	✓	To what extent do students have access and use equipment and materials designed to meet their individual needs as determined by data (e.g., formative assessments)?
Respond		To what extent do teachers instruct the complex processes, concepts and principles of literacy using differentiated strategies that make instruction accessible to all students?
Respond		Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Each item in the diagnostic requires a response.

You may be required to select a rubric or Likert Scale response, enter a narrative text response or upload supporting documentation.

Once the item has a response, select **Next**.

[« Back to Curriculum and Instruction: Student Access](#)

a) To what extent do students participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas?

Review all options and select the one that best describes your institution.

☐ Not Applicable

☐ Students have limited or inconsistent access to literacy learning opportunities.

☐ Students have access to literacy opportunities, but connections among the literacy strands (reading, writing, speaking, listening and language use) are unclear.

☒ Students participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas.

☐ Students engage in literacy learning opportunities and help create customized plans and instruction to match their learning needs.

[Next >](#)

ASIST automatically takes you to the next item in the diagnostic.

Spell check is not available in ASSIST, but some browsers (e.g., Firefox® and Safari®) highlight spelling and punctuation errors.

You can copy and paste text from a text editor or Microsoft Word document.

ASSIST does not support special formatting, images or tables.

Complete all questions in the diagnostic and confirm completion by selecting the **Yes Complete** button that will open on the page.

Note: The diagnostic will be locked from editing and available to add to the Program Review Report for submission once it is marked **Complete**.

Select **Reopen** to make additional changes to the diagnostic prior to submission, if necessary.

« Back to Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Enter your response

Plain text only. This form does not support the copy-and-paste of files, images, or tables.

What action(s) will be taken to address achievement challenges?

Enter your response

Several actions will be taken to

Save and Continue

Formative and Summative Assessment: Expectations for Student Learning

5 of 5 items are answered | ✓ All required items complete

Formative and Summative Assessment: Assessment Of/For Learning

6 of 6 items are answered | ✓ All required items complete

Professional Learning: Opportunity

6 of 6 items are answered | ✓ All required items complete

Professional Learning: Participation

7 of 7 items are answered | ✓ All required items complete

School Leadership: Policies and Monitoring

9 of 9 items are answered | ✓ All required items complete

School Leadership: Principal Leadership

8 of 8 items are answered | ✓ All required items complete

PDF

Complete Delete

Complete Diagnostic

Are you sure you wish to complete this Diagnostic?

Yes Complete Cancel

Copying a Program Review Diagnostic


You also have the ability to copy previous diagnostics by going to the individual diagnostic and selecting **Copy**. When using this function, be sure to copy the most recent diagnostic that exists.

Copy Diagnostic

Current Status: Submitted

Enter a unique description to copy the selected Diagnostic. The entire Diagnostic and it's answers will be copied and the copied Diagnostic will be marked as *In Progress*. Please note: Any attachments for the Diagnostic will NOT be copied.

Description

 Copy

Cancel

Give the copied diagnostic a unique description and select **Copy** to be taken to the diagnostic. From there, complete any necessary changes.

Completing and Submitting the Program Review Report

Select the **Portfolio** tab at the top of the page, and open the **Program Review Report**.

Portfolio

Overview

Select the school year to expand the list of all associated documents for that period.
Select a document for additional details and to begin or continue your work.

2014-2015 School Year

Days Past Due	Due Date	Status	Document
	June 1, 2015	Not started	Program Review Report

Select the pencil icon in the **Components** column. This opens a window that allows you to select the component to attach by checking the box and selecting **Save Selection**.

Portfolio

Program Review Report (Not started)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.
This document is due on **Jun 1, 2015**

Required

All components in this section must be completed before the document can be submitted.

Section	Template
Diagnostic	Program Review: Arts & Humanities
Diagnostic	Program Review: Practical Living/Career Studies
Diagnostic	Program Review: Writing
Diagnostic	Program Review Next Step Diagnostic
Diagnostic	Career Advising Diagnostic
Diagnostic	Program Review: Workforce Development

Additional

In some cases you must select at least one component to be included in this document.

None

Manage Document Components

Diagnostic | Program Review: Practical Living/Career Studies

Check those components to be included in this document.

☒ Create a New Program Review: Practical Living/Career Studies

☐ ACES Practical Living/Career Studies Program Review 2012-13

Save Selection **Cancel**

The component name now appears in the **Components** column. Select the name to view/edit the diagnostic results.

Once all of the completed components have been added to the Program Review, select **Submit** and confirm submission in the window that appears.

Portfolio

Program Review Report (In Progress)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.
This document is due on **Jun 1, 2015**

Required

All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	Program Review: Arts and Humanities	ACES Arts and Humanities Program Review 2012-13	<input checked="" type="checkbox"/>
Diagnostic	Program Review: Practical Living/Career Studies	ACES Practical Living/Career Studies Program Review 2012-13	<input checked="" type="checkbox"/>
Diagnostic	Program Review: Writing	ACES Writing Program Review 2012-13	<input checked="" type="checkbox"/>
Diagnostic	Program Review Next Step Diagnostic	2012-13 Program Review Diagnostic	<input checked="" type="checkbox"/>
Diagnostic	Career Advising Diagnostic		<input checked="" type="checkbox"/>
Diagnostic	Program Review: Workforce Development		<input checked="" type="checkbox"/>

Additional

In some cases you must select at least one component to be included in this document.

None

PDF **Attachments** **Submit**

All completed components have a check mark in the **Complete** column.

Note: You can view a PDF of the complete document at any time during the process by selecting **PDF**. The PDF will be shown as a **draft** until it is submitted.

EVERY CHILD
Learning & Growing
Success

Program Review Report

Test County Elementary School
Test County

Example Principal
123 Test Street
Test City, KY 12345

Document Generated On: August 26, 2013

Once the Program Review Report is submitted, it can be reopened at any time to make changes and resubmit. Select **Reopen** at the bottom of the **Program Review Report** components page. When **Reopen** is selected, enter a reason for reopening in the comment box and select **Add**.

Each time the Program Review Report is submitted, a copy of the document is archived. You always can open an archived document to view a previously submitted version.

Enter Comment

Please enter a comment to appear in the document log:

Attachment Name:

[Choose File](#) No file chosen

Add **Cancel**

Portfolio

Program Review Report (Submitted)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.

Success! The Program Review Report has been successfully updated.

This document is due on **Jun 1, 2015**

Required

All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	Program Review: Arts and Humanities	ACES Arts and Humanities Program Review 2012-13	✓
Diagnostic	Program Review: Practical Living/Career Studies	ACES Practical Living/Career Studies Program Review 2012-13	✓
Diagnostic	Program Review: Writing	ACES Writing Program Review 2012-13	✓
Diagnostic	Program Review Next Step Diagnostic	2012-13 Program Review Diagnostic	✓
Diagnostic	Career Advising Diagnostic	Career Advising Diagnostic	✓
Diagnostic	Program Review: World Language	Program Review: World Language	✓

Additional

In some cases you must select at least one component from this list before the document should be submitted.

None

[PDF](#) [Attachments](#) [Log](#) **Reopen** **Approve**

District Review and Approval of Program Review Reports

All Program Reviews have to be approved by the district and in order for districts to approve a Program Review Report, use the search engine to find a list of schools within your district. Select the school for which you want to review a report.

Upon selecting the school account, you should see a report listed for that school.

Portfolio

Overview

Select the school year to expand the list of all associated documents for that period.

Select a document for additional details and to begin or continue your work.

2014-2015 School Year

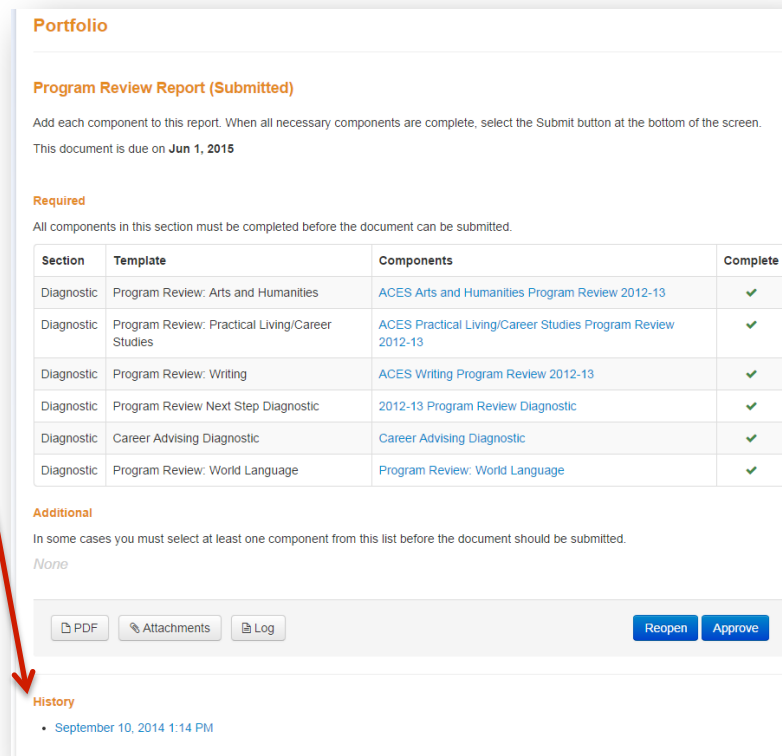
Days Past Due	Due Date	Status	Document
	June 1, 2015	Submitted	Program Review Report

Select the document name to view the submitted plan

After the school has submitted its plan, there will be a link to the archived report at the bottom of the page. This link or the **PDF** button will give you access to the full report. If District leadership approves of the school's plan, select **Approve**. If the school's plan needs additional work, select **Reopen** and provide comments when prompted.

The school's principal, as well as the primary contact listed in the school's ASSIST profile, will receive an email when the report is approved or reopened.

Note: If a plan has been reopened and submitted multiple times, each submission is archived along with the comment history provided by the reviewer.



Portfolio

Program Review Report (Submitted)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.
This document is due on **Jun 1, 2015**

Required

All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	Program Review: Arts and Humanities	ACES Arts and Humanities Program Review 2012-13	✓
Diagnostic	Program Review: Practical Living/Career Studies	ACES Practical Living/Career Studies Program Review 2012-13	✓
Diagnostic	Program Review: Writing	ACES Writing Program Review 2012-13	✓
Diagnostic	Program Review Next Step Diagnostic	2012-13 Program Review Diagnostic	✓
Diagnostic	Career Advising Diagnostic	Career Advising Diagnostic	✓
Diagnostic	Program Review: World Language	Program Review: World Language	✓

Additional

In some cases you must select at least one component from this list before the document should be submitted.

None

[PDF](#) [Attachments](#) [Log](#) [Reopen](#) [Approve](#)

History

- September 10, 2014 1:14 PM

Exhibit A

Program Review Next Steps Diagnostic Content

The program reviews are intended to guide schools to systematically analyze their comprehensive school programs in the areas of Arts and Humanities, Practical Living/Career Studies, Writing and K-3. This final step is to analyze the findings from each program review to determine how the school will make recommendations to improve and sustain each program. The World Language/Global Competency Program Review does not appear in the 2014-15 *Next Steps Diagnostic*. High schools may wish to complete their own next steps for world languages and global competency for future guidance.

In-Depth Review

Identify the programs that were given an in-depth review during the school year. You may select more than one.

<input type="checkbox"/>	Arts and Humanities
<input type="checkbox"/>	Practical Living/Career Studies
<input type="checkbox"/>	Writing
<input type="checkbox"/>	K-3

Arts and Humanities Program Review

1. *Areas of Strength:* What areas have been identified as strengths in the Arts & Humanities Program? What is being done to sustain these strengths?
2. *Areas for Improvement:* What areas have been identified that need to be improved in the Arts & Humanities Program?
3. *Next steps for sustainability and improvement:* What steps need to be taken to improve the Arts & Humanities Program?

Practical Living and Career Studies Program Review

1. *Areas of Strength:* What areas have been identified as strengths in the Practical Living/Career Studies Program? What is being done to sustain these strengths?
2. *Areas for Improvement:* What areas have been identified that need to be improved in the Practical Living/Career Studies Program?
3. *Next steps for sustainability and improvement:* What steps need to be taken to improve the Practical Living/Career Studies Program?

Writing Program Review

1. *Areas of Strength:* What areas have been identified as strengths in the Writing Program? What is being done to sustain these strengths?
2. *Areas for Improvement:* What areas have been identified that need to be improved in the Writing Program?
3. *Next steps for sustainability and improvement:* What steps need to be taken to improve the Writing Program?

K-3 Program Review

1. *Areas of Strength:* What areas have been identified as strengths in the K-3 Program? What is being done to sustain these strengths?
2. *Areas for Improvement:* What areas have been identified that need to be improved in the K-3 Program?
3. *Next steps for sustainability and improvement:* What steps need to be taken to improve the K-3 Program?

Exhibit B

Career Advising Diagnostic

Kentucky is committed to ensuring that every student reaches proficiency and graduates from high school ready for college and/or career. A strategy for comprehensive college and career advising, connecting students to adults that may advise them on college and career options, is integral to reaching this goal. Schools are urged to utilize this diagnostic to help determine the level of implementation of a Comprehensive College and Career Advising Program and can be used in conjunction with Program Reviews for Practical Living/Career Studies. A Comprehensive College and Career Advising Program should:

1. Be school-wide;
2. Implement or employ the Individual Learning Plan (ILP) as the core component of college and career advising and exploration;
3. Unite students, staff, parents, the community, businesses and higher education; and
4. Aim to reduce dropout rates, raise graduation rates and help pave the way for students to seek post-secondary pursuits after high school (Hodges, 2010; Schanfield, 2010).

To be most effective, schools should create a School Counseling Program Advisory Council, as recommended by the American School Counselor Association National Model (3rd ed.) (ASCA, 2012). In order to effectively meet the needs of all students, the Advisory Council should be diverse and consist of representatives from school staff, students, parents and the community. The involvement of many stakeholders ensures program continuity and broadens the scope of content knowledge, skill development and the formation of habits necessary for students to be successful in adulthood.

Role and Responsibilities of a School Counseling Program Advisory Council

The Advisory Council helps develop the Comprehensive College and Career Advising plan which includes interventions that target the unique academic, career and personal/social needs of students as identified through needs assessments, grades, ILP reporting, EPAS scores, Student Gallup Poll results and other school-related data. (3rd ed.) (ASCA, 2012).

Evidence-based monitoring is the responsibility of the School Counseling Program Advisory Council to ensure that relevant objectives are met and reached. Revisions of the program are intentional, timely and responsive to student and school needs. Data analysis is used to set priorities for services to address academics, behavior, attendance, retention and acceleration needs. Further, as described by ASCA National Model, data are used “to measure the results of the program as well as to promote systemic changes within the school system so every student graduates college- and career-ready” (2012).

The School Counseling Program Advisory Council should prioritize services that address the school’s Comprehensive Improvement Plan concerning college and career readiness, proficiency for all students and eliminating achievement gaps. In addition to including all students, the advising program must be scheduled to occur at regular intervals throughout the school year and be structured to include frequent updating of student ILPs.

Imbedding the ILP into the advising system is critical to: support students to set and meet goals, help teachers build relationships with students and empower schools to meet the needs of all students. References: American School Counselor Association National Model (3 ed.). (2012). Alexandria, VA: American School Counseling Association.